ADULT LEARNING

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until Thou cease to Live."
—De Four Pibroc.

Canadian Association for Adult Education

Vol. II, No. 7 MAY, 1938

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ADULT LEARNING

A Publication of the Canadian Association for Adult Education

ADELAIDE M. PLUMPTRE, Editor

Vol. II MAY, 1938 No. 7

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ADULT LEARNING is published eight times a year by the Educational Board of the Canadian Association of Adult Education. Its purpose is to present a Dominion-wide view of adult educational activities. The subscription rate is one dollar per year; special rates for quantities. A membership fee of two dollars in the Association includes a subscription to Adult Learning. Articles, although not paid for, will be welcomed. Address communications to the Editor, Adult Learning, 198 College St., Toronto.

Editorial—

IN THE WORLD OF ADULT EDUCATION

by Adelaide M. Plumptre, Editor

THIS is the summer number of "Adult Learning"; the next issue will not appear until after the vacation months. We have included some features which are specially appropriate to "Education out of Doors", such as Dr. Norma Ford's article, "What's News in Ponds", and Mr. Feltmate's radio talk on "Lobsters and Adult Education." Possibly it was some subtle gastronomic connection with lobsters which suggested the inclusion of a poem from a recent number of "Punch", entitled "Salad: English Fashion." We could wish, *in this connection only*, that the British tradition were not so strong in this Dominion!

"Our Natural Heritage"

THE Federation of Ontario Naturalists is an association of clubs and individuals interested in the study and preservation of wild life and the environment in which it lives.

It acts and speaks for all those interested in the out-of-doors, who wish to see our natural heritage of woods, waters and wild life preserved for the benefit and enjoyment, not only of those living to-day, but of those who are to come after us. The preservation of these natural attractions is of immense economic as well as educational and aesthetic value.

Regional gatherings are held out-of-doors in various parts of the province. They provide an opportunity of getting acquainted, exchanging ideas on nature observation and conservation and studying all phases of nature under competent leaders.

The spring and early summer programme of the Federation sketches a series of fascinating expeditions to the haunts of birds and plants and even snakes. Hints as to costumes and food and equipment are included in a little green booklet; and also valuable advice about picking—or not picking—wild flowers.

Trillium and Fringed Gentian

THESE are both of the "not-to-be-picked" variety: the trillium, because the flowers cannot be picked without the leaves, and a plant robbed of its leaves cannot live: and the fringed gentian because the seeds are needed to produce next year's crop of flowers. A wild flower that is picked gives pleasure to a few; but the one that is left may be enjoyed by hundreds.

An Adventure in Friendliness

WE believe that the "Adventure" described by Principal W. S. Blake of Schumacher High School will be particularly interesting to those who are trying to solve the problem of the New Canadian in many parts of the country. It was a great pleasure early in the year to visit this beautiful school in the mining district of Northern Ontario and address the pupils in their spacious auditorium. Here is a spot where the wealth dug out of the earth is "fertilizing" the life of those who go down into the depths to find it: this gold, like the quality of mercy, blesses both those who give and those who take.

Education Out of Doors

WE think of July and August as "holiday months" but we are inclined to think that for both children and adults, they are often a very valuable period of out-of-door education. Thousands of Canadian children and grown-ups will spend those months chiefly in the open air, laying up for themselves a store of physical health and vigour. But there is more than that in the open-air life of the Canadian summer. Life in the camp, or on the trail, or climbing the peaks of the Rockies, or fishing the streams of the Maritimes teaches lessons of self-reliance, ingenuity, courage, patience, co-operation, perseverance, self-discipline, observation—why should we further labour the long list?—which are not to be found in any school curriculum but which present just that "preparation for life" of which so much is said in these days. The children who spend their winter life in a small city apartment where there are no "chores" to be done and no pets to be tended can take a "supplementary course" in camp with which to round out the narrow constraint of their city home. How out of luck are the small fry who lose their independence and their appetite for adventure in the cloying atmosphere of the fashionable hotel during their summer holidays!

ADULT EDUCATION AND LOBSTERS

by William Feltmate
White Head, Nova Scotia

A BROADCAST GIVEN UNDER THE AUSPICES OF THE CANADIAN ASSOCIATION FOR ADULT EDUCATION OVER THE CANADIAN CORPORATION NETWORK.

MY SUBJECT "Education and Lobsters" has already been announced, but I am going to give you the lobsters first and the education afterward. That is the way the fishermen got it; if we had got the education first, we would have known what to do with the lobsters. But it was just the opposite; and that is the story I am going to tell you.

Some forty-five years ago I left the old schoolhouse with its old wooden benches and its bare walls—not even a map on the wall—with a fifth grade education. Since that time I have been trying to eke out an existence from the depths of the Atlantic ocean. Of late years I have been trying to learn things and it has been a great help to me. Yet when I realize that I am standing here to-night trying to broadcast a message to thousands of people, educated and uneducated, with my little fifth grade, it makes me feel rather out of place. But who knows—some chance remark of mine may arouse some listener and help him to change his course.

"She Eats All The Good Stuff"

A SHORT time ago I asked a small boy how he liked the old lady who was visiting up at his house. He said "She's all right; but she eats all the good stuff." That remark stuck in my mind because it reminds me of a great many people who have been eating the "good stuff" at some one else's expense. To make this clearer I am going to take you back to 1928, and show you just how some of those in the fish industry were eating the "good stuff". In 1928 the Goverment said to the fisherman of Guys County, "We are going to put a collection service on your shore and carry your lobsters in to Boston and you will get the Boston market price." But the Government didn't know that

80 per cent. of the fishermen didn't know how to ship a crate of lobsters. Yet it was one of the greatest things a Government could do for its people, for it finally put us in direct touch with outside markets and placed us in a position whereby to-day we can ship our lobsters without Government aid. But it was a long time before we could take advantage of this, chiefly because we needed a bit of education and we couldn't get that education or information from the leaders of the fish industry. They were buying lobsters for 7c and selling them for 22c. They were the fellows who were eating the "good stuff" and they weren't running after us with a share of it.

Fishermen are a class of people who are not supposed to eat much "good stuff". Not that it doesn't agree with us, but because in a great many cases it has been kept from us in connection with the shipping of our lobsters and we were so used to being skinned at home that we were afraid to try even one crate in Boston. But we had an idea that lobsters sold for a good price in Boston, so after a long discussion, we said, "Let us co-operate. Let us take 35 pounds each among four of us and that will make a crate." Now 140 pounds at 7c amounts to $9.80 and that is what our lobsters brought in the home market. We got a buyer's name out of the "Fishing Gazette"; put it on our crate; said good-bye to it and went home to gather more lobsters. Every evening the shareholders of that crate of lobsters met and talked the matter over. The conversation ran something like this:—One fellow says "Well, if we can get $15.00 for them it will be much better than selling them here." Another says: "I don't ever expect to hear tell of them." So we waited a few days and one morning, after returning from hauling my traps, the wife met me at the gate and says "There's a great big envelope come this morning with a picture of a lobster on it." That put the kibosh on my breakfast. Boy! How I turned that envelope around. I had never got a cheque for lobsters before and I didn't know which end of the envelope to open. I was afraid if I opened the wrong end I might spoil the cheque. By this time the other shareholders were there and one fellow says, "Let us know the worst. Tear it open." I tore the end of the envelope open. I don't know how it happened; never will know; but it happened! I struck the right end: I put my finger and thumb in: I pulled out a cheque for $32.00. I don't think I shall ever forget the feeling that came over me. I thought the fellow at Boston had made a mistake and one of the fellows suggested I send the cheque back immediately. That was the first time in our lives we ever got a taste of any of the "good stuff."

We Learn how to Organize

AND that is the story of the crate of lobsters that set White Head scratching its collective head. And the more it scratched, the more it realized that it had a lot to learn and that until it did learn it, it would remain a village of helpless, hopeless fishermen. It was then we began to get interested in adult education and organization and co-operation. By these three we learned how to operate our own credit union, co-operative store, lobster factory, fish plant, etc. We learned how to organize and run our own union—The United Maritime Fishermen. And may I say here how happy I am to see the idea of organization and study of their own hard conditions spreading among the fishermen of Lunenburg and Halifax, and to see them stand up for their rights in an organized, orderly way. We have learned how to organize and study and we see how much we really can do, once we get a start and a free hand. It may surprise you to know that we, too, are looking for books and libraries, because we have learned the value of such things.

Even Parents are Studying

FORTY years ago you could get along fairly well without education, especially in fishing communities. At least we thought so. Education was not sought after in those days and even our parents were not interested as they are to-day. But now in many of our communities we have not only the children but the parents studying—even those who went to high school or college. The adult education movement started in Eastern Nova Scotia in 1930. It has produced more than 1,000 study groups there alone and New Brunswick, Prince Edward Island and Newfoundland have adopted the same idea. The University of St. Francis Xavier alone has more than 30,000 adult study club members.

Times are surely changing. Comparing the schools of forty years ago is like comparing a 1920 Ford truck with a 1938 automobile. Forty-five years ago I sat in the old schoolhouse that didn't have a map on the wall. In those days it was very difficult even to get books to learn from. I am not ashamed to tell the world the contents of my old school-bag forty-five years ago. That old bag contained a reader, a small arithmetic, a ten cent copy book and a paper bag full of bread and molasses. I think, ladies and gentlemen, you will agree with me, chances of getting an education under those circumstances were poor. Yes, even the grub was poor; but I would like to impress on your minds that whenever the opportunity presents itself to me to stand on a public

platform or in front of a microphone and make a demand for my rights, I am grasping that opportunity, regardless of my education. One of the greatest drawbacks that the common man has to contend with to-day is a want of courage in standing up and demanding his democratic rights and 90 per cent. of the cause is lack of education.

Primary Education Needed

WHEN I look back into the past and remember my old Dad. Out of the twenty-six letters in the alphabet, he only knew three of them, those were his initials. He used them on his buoys and on the end corks of his nets and for forty years he put his fish on the fish-buyer's wharf. He never had an opportunity of finding the cost of 120 pounds of fish at 60c per hundred. He couldn't do with paper and pencil at the point of a gun. Do you think my old Dad went through this world and always got a square deal? I am afraid not; but I don't want to be misunderstood. I am not only referring to the buyers of fish, I am referring to any business transactions my old Dad ever had and my reason for referring to him in particular is to show you the difficult circumstances he laboured under to eke out an existence for himself and family.

Right here I would suggest that something should be done along the lines of education to help those in fishing communities who are not even able to place in writing the name of their Canadian products upon their lobster crates, which is necessary before that crate can enter the United States. Let me give you some idea of the work yet to be done. Only ten days ago I was making out forms for the fishermen to get their eight cents rebate per gallon on gas. Every boat has a registered number and that number must go on the form. I asked one young man the number of his boat. He says, "I don't know. I have no learning and can't read figures." I was dumbfounded. I knew this man all his life and was aware he could not read but never had any idea that there was a man in my community who did not know three figures. I asked him why he didn't try to learn a little at home and he told me there was no one in the house could read. It would surprise you, to know the great number of men and women who cannot read even the newspapers. I hope that those who are interested in adult education will help to bring knowledge to those people who need help and encouragement. Nothing warms the human heart like a helping hand. Yet there are people who will say, "Oh, those people should be left alone to work out their own destiny." That was not the plan ordained by our Lord. He told us to love one another. For when everyone is left alone to work

out his own destiny it results in thousands of human beings tearing at one another's throats and this will continue until the masses of the people are shown how to raise themselves from the depths of misery and become educated and Christianized and reach a level worthy of all men. We started with our lobsters. I hope others may find just as good a way.

* * *

OUT OF MY NOTE BOOK

by E. A. Corbett
Director, Canadian Association for Adult Education

A GREAT many periodicals, reports, surveys and memoranda come to the office of the Canadian Association for Adult Education. We are greatly indebted in this respect to the societies affiliated with the Association. It has not been possible to read them all but we usually know what the contents are, and keep them on file for reference. We should like at this time to mention one or two of the reports and periodicals that have come in recently.

Sir George Williams College, Montreal

THE first of these is a memorandum of great interest, that of Sir George Williams College, Montreal, presented before the Quebec Protestant Education Committee prepared at the request of the sub-committee on continuation and adult education.

Very early in the history of the Y.M.C.A. in Montreal the need of continuation and adult education for young men was recognized and in 1873 evening classes of a formal vocational type were started and have continued ever since. These classes later became the educational department of the Montreal Y.M.C.A. The name was changed later to 'Montreal Y.M.C.A. Schools' and in 1926 became the 'Sir George Williams College' which is now a degree-granting institution with an enrolment of 1608 students. 560 students are enrolled in the Faculty of Arts and Science and Commerce, 334 in the Evening High School, 475 in the Evening Institute of Business and Technology, 110 in the School of Fine and Applied Arts, 48 in the Evening Grammar School and 81 in the Day Business School. The majority of those attending the High School courses are employed by day.

The College is well-equipped and consists of thirty class-rooms, used for lecture and laboratory purposes. The teaching staff is made up of 74 professors, lecturers and teachers, 15 of whom are full-time.

The College is a non-profit-making institution and is subsidized yearly by the Montreal Y.M.C.A. In the day division, courses leading to the degrees of B.A. and B.Sc., require four years but the same course taken by an evening student requires six years. The Evening High School prepares students for matriculation and a student of average ability can complete the four-year high school course in the regular time.

The Extra-curricular activities of the College are of particular interest to adult educationists as they are more in line with the informal, voluntary character of what is called Adult Education. In this field excellent work is being done by the department of drama, and that of fine and applied art. Courses in the understanding and appreciation of music are also provided.

Thus, at the very gates of McGill University is found a city college or university actually providing formal higher education leading to recognized degrees for a growing number of young men who otherwise would find it impossible to continue their education, and, through its extension services providing a meeting place for the young people who wish to develop in an informal way their appreciation of the fine arts. One wonders why other great city Y.M.C.A.'s have not followed the example of the Montreal institution.

Saranac Lake Study and Craft Guild

EVERY few weeks a cheery, well-written, mimeographed magazine comes to the Director's desk, and as a Sanatorium graduate of nearly twenty years standing, he reads it from cover to cover. This magazine is published by the "Saranac Lake Study and Craft Guild, whose members are either patients or "cures" of the Trudeau Sanatorium. The reports of study courses, the reviews of books, the editorial and featured articles are excellent. It is quite apparent that the Saranac Guild succeeds in its expressed purpose—"To use all the possibilities that the word 'education' connotes to help turn a physically sick person into a physically well person as quickly as possible."

In the issue for February 17th, 1938, we noticed this touching tale of woe from the Editor: "Getting out a sheet like this is no picnic. If the editor prints jokes people say that he is silly. If he doesn't, they say he is serious. If he clips items from other publications, he is too

lazy to write them himself. If he doesn't, he is stuck on his own stuff. If he sticks close to the job all day, he ought to be out hunting news. If he does get out and try to hustle, he ought to be on the job in the office. If he makes a change in the other fellow's write-up, he is too critical. If he doesn't he is asleep. Now, like as not, some reader will say the editor swiped this from some other publication. He did."

"The Beaver"

STILL another publication that carries its own welcome is the Hudson's Bay Company magazine "The Beaver." This is not an advertising medium, although it deals mainly with outpost duties and adventure at Hudson's Bay Company posts in the Far North. It is much more than that; it is perhaps the finest pictorial and contemporary historical record of life in Western Canada and particularly in the North-West Territories that Canada has ever seen in the form of a periodical.

The death of its brilliant editor, Douglas MacKay, in an aeroplane crash last January was an irreparable loss not only to the historic company but to all of Canada. Those who have read his recent book on the history of the fur trade and have heard his fascinating talks on the national network of the C.B.C. need not be reminded of the great things he might still have done for Canada, had he lived longer.

It is good to see that the March number of "The Beaver" shows no let-down in the high standard its late Editor had established for it. From cover to cover this magazine is a thing of beauty and a joy to the reader. The reproduction of Kathleen Shackleton's strong sketches of men of the North, make it particularly interesting. On its own merits "The Beaver" is of interest and value to every Canadian educationist. The March issue is of special interest because it announces the creation of the "Hudson's Bay Record Society". The purpose of the Society is to publish material of outstanding interest from the archives of the Company. Membership in the Society is $5.00 a year and all members will receive the publications of the Society as they are issued, post-free and without further charge.

Summer Schools

OTHER bulletins of interest to those of our readers who are enthusiasts for amateur dramatics as an educational activity include the announcement by the University of British Columbia Department of Extension of a "Summer School of the Theatre" to be held at that institution from July 4th to August 13th, also bulletins announcing the Banff School of Fine Arts, under the direction of the Department of

Extension of the University of Alberta, in co-operation with the Institute of Technology and Art, August 1st—27th; the "Alberta School of Community Life", also under the direction of the Department of Extension, University of Alberta, at Olds, Alberta, June 28th to July 13th.

Association Executive Meets

THE Executive of the Canadian Association for Adult Education met in the Senate Chamber of the University of Toronto on April 22nd.

Those present were W. J. Dunlop, Mrs. H. P. Plumptre, Professor F. C. Auld, Dr. Seraphin Marion, Dr. Georges Bouchard, Dr. W. Bovey, Dr. F. S. Maine, Professor A. B. MacDonald, Mr. B. O. Filteau, Mr. Ross Winter and E. A. Corbett.

The main items of interest under discussion were the plans for the joint conference of the Canadian Association for Adult Education, the Canadian Educational Association and the Canadian Handicrafts Guild at Halifax, August 15th; plans for the Annual Meeting of the Association in Ottawa in November; the Treasurer's and Director's reports; the report of the French-Canadian Committee, etc.

Copies of the Minutes of the meeting will be sent to members of the Council, together with the Director's, the Treasurer's and the French-Canadian reports.

SALAD: THE ENGLISH FASHION

Some sliced tomato,
Rather wet:
Hardboiled egg
Not properly set:
A saddish
Radish:
And some depress-
Ed cress:
Diced beet,
For a treat:
And lettuce,
Usually wettish:
All very depressing—
And no salad dressing!

—"PUNCH".

WHAT'S NEWS IN PONDS?

by Dr. Norma Ford
Department of Biology, Toronto

WHAT'S "news" to the general public is frequently an old story to the specialist. This is exemplified by a yarn told of two professors at a university in Ontario, one an economist, the other a linguist. Both Englishmen and unfamiliar with Canada, they were on a tramp together in the vicinity of ponds shortly after their arrival in this country. The linguist commented on the call of the frogs, but the economist objected, "Frogs! that is only the wind in the telegraph wires."

For the naturalist whose ear is atune to the call of animals even the ponds along the main highways may be ringing with calls of frogs and toads, while the ears of most people are either dulled by the roar of the traffic or if the calls are heard they are interpreted merely as a rush of the wind.

Eight Kinds of Frogs

IT IS therefore "news", worthy of being reported, that in Southern Ontario from Easter to the end of May the voices of at least eight different kinds of frogs and toads may be heard by any amateur naturalist.

Probably the commonest voice is that of the swamp tree frog (*Pseudacris*) which rings out from the temporary ditches along the roadside or from temporary ponds in the open fields. Although unconcerned by the thunder and vibration of the passing traffic, the frog is at once made alert by the gentlest footsteps of man as he approaches the pond. A slight vibration close to the pond silences every voice, but patient waiting is certain to bring its reward, for as the chorus begins again, one by one small heads are thrust above the water and transparent throats are blown out to the point of bursting, as the volume of their sound is thereby increased.

In swampier places the ubiquitous leopard frog adds his "*r-r-r-ungk*" to the chorus or in shallow open water the toad sits with an ever widening circle of ripples spreading out from his body as taut vocal chords are made to vibrate. Each kind of frog is found in a variety of environments, although the deep resounding "*jug-o'-rum*" of the bull frog comes generally from the deeper waters of lakes and rivers. The green frog

with his milder call of "*glunk, glink*" may be discovered in both larger and smaller bodies of water.

Introducing "Hyla Crucifer"

THE permanent pond, surrounded usually by a fringe of trees, is the habitat of three of the most attractive species. There is first the medium sized wood-frog of light brown body and dark cheek patch. Secondly there is the miniature spring peeper, of fragile form and with a sweet bird-like call. Its small body, about an inch in length, is marked on the back with the pattern of a cross, hence its scientific name, *Hyla crucifer*. Although the spring peeper is a true tree-frog, it is not as typical as our larger variety, the common tree-frog. The latter is a most elusive animal to capture. When trilling in the water the frog conceals itself in tufts of grass so successfully that to most people it remains a disembodied voice. The nature photographer may stand for an hour ankle-keep in water, tripod and movie camera focussed on a single tuft of grass from which the trills are pouring, but never a glimpse does he get of the songster. To find the common tree frog it is advisable to return on a rainy day or evening in late spring, for then the adults are leaving the ponds and some can usually be discovered climbing the trees. Like Dopey of the seven dwarfs, this creature's covering is several sizes too big, so that his skin is loose and folded. The under side of the hind legs are bright buttercup yellow, a pattern known as a "flash colour" which presumably startles an observer or pursuer when the frog leaps. The rest of the body has the chameleon-like quality of changing its colour from tones of black and white to grey and even brilliant green, a characteristic noted in the scientific name, *Hyla versicolor*. Finally the tips of its toes are much enlarged to form adhesive disks for climbing and clinging. Altogether one's first discovery and examination of a tree-frog is an experience to be long remembered.

Newts are News

WHILE searching in ponds during the spring, one will find many creatures whose occurrence to most people is "news" to be recounted. For instance, the average Canadian, unlike the Britisher, is quite unfamiliar with newts and does not know to what A. A. Milne is referring when Christopher Robin goes "newting". However when one starts out to make an acquaintance with pond life he will certainly meet the more primitive of the amphibia, salamanders and newts. If unfamiliar with zoological classification, the amateur naturalist will probably call these creatures "lizards" because of their reptilian form, but they are far

removed from reptiles, as the absence of scales on their bodies will show. They can better be compared with tadpoles that have lost their gills, acquired lungs and retained the heavy tail. On land their four slender limbs give the body inadequate support and locomotion, but in the water they are gracefully propelled along by movements of the strong tail or suspended by the balancing of the limbs.

Newts are very common in ponds in Southern Ontario. At egg-laying time, they take on a coloration which is bronzy-green above, yellow below, and spotted with black. Along the sides of the body there is a row of brilliant red spots, each outlined in black, like a series of illuminated port-holes. Before returning to the water the newt is a strikingly different creature of soft scarlet hue, known as the "elf" and found under mossy logs in damp woods.

Less frequently in the ponds one sees the larger salamanders; *viz.*, the spotted salamander, marked with large yellow polka dots, and Jefferson's salamander, dusted with light blue specks.

"Anax Junius" is a Migrant

THE delight of visiting ponds early in the year is partly the pleasure of welcoming first arrivals. Few of the bird enthusiasts when greeting the red-winged blackbird, realize that another migrant from the south is the great green- and blue-bodied dragonfly skimming along with flashing transparent wings. Before the birds have nested, these insects are laying their eggs in the ponds and by autumn their offspring, led by instinct, wing their way south again, so that two generations a year alternate up and down our continent. The migration of this dragonfly (*Anax junius*) is a news item known to few people.

WITH THE MOVEMENT ACROSS CANADA

by Frank Chamberlain

OTTAWA:—A series of talks relating to the Canadian Constitution given over the Canadian Broadcasting Corporation network by the Kelsey Club of Winnipeg, the Constitutional Club of Vancouver, and the Citadel Club of Halifax, have been set up in book form and are now

available from either the CBC or the Canadian Association for Adult Education. The price is 75c. There is an appendix in the book by Prof. A. G. Bailey of New Brunswick.

* * *

TORONTO:—There is now available at the office of the Canadian Association for Adult Education mimeographed copies of the series of broadcasts on housing given from Toronto over the CBC network.

* * *

TORONTO:—A series of six books on the subject of handicrafts is being prepared by Mrs. Mabel Crews Ringland, and will be included in the New Dominion Series which has already attracted wide interest throughout the Dominion. The books are under the editorial direction of the Canadian Association for Adult Education, and are published by the Ryerson Press. The first of the handicraft series will deal with handicrafts—traditional, rural, new Canadian, studio—folk movement in Canada, and the means of educating people to a higher standard, to the development of Canadian designs and the use of native materials.

* * *

TORONTO:—Annual meeting of the Canadian Association for Adult Education will be held in Ottawa in November, the executive of the Association decided at their meeting in Toronto. The Association will join with The Canadian Educational Association and the Canadian Handicrafts Guild in an August Conference in the Maritimes.

* * *

HAMILTON:—Students of sociology from MacMaster University and the University of Toronto met in Hamilton recently for a conference dealing with the care of children who are wards of various organizations. The conference was under the direction of the Hamilton Children's Aid Society with Bert Beaumont and J. A. Power sharing chairmanship duties.

* * *

ST. JOHN'S, Newfoundland:—A public meeting was held in Bay de Verde recently for the purpose of inaugurating evening classes for adults. Rev. E. Brown acted as chairman and Miss M. Guy, adult education teacher, spoke. About 50 adults enrolled for study groups.

AN ADVENTURE IN FRIENDLINESS

by W. S. Blake
Supervising Principal,
Tisdale Township High Schools,
Schumacher, Ontario

ADULT Education has undertaken to supply the deficiencies of man's earlier educational training. Its branches are as numerous as the needs of the people have suggested to its sponsors, but their approach to their work has been the traditionally teacher-class approach. This method has proved invaluable in the past in the imparting of knowledge; and no one can decry the great contribution that such increase of knowledge can make to one's prosperity and happiness. Nevertheless, Adult Education has failed—as have all other educational systems—in adequate promotion of the greatest ally of all fair social, political and economical practices—the ally human friendliness. The educational systems of the elementary schools, the secondary schools and the universities are so handicapped by the immaturity of their human cargo, that they can hardly do more than suggest the value of friendliness. On the other hand, Adult Education does not suffer such restrictions and is marvellously fitted to promote friendliness as the major activity of a very wide programme.

Has Education Promoted Friendliness?

THERE may be some who will laugh at the suggestion, that friendliness should be considered as an integral part of all curricula. To this it might be pointed out that our educational advances have failed to prevent international catastrophes such as the World War, have failed to prevent hunger in lands of plenty, have failed to prevent the exploitation of the weak by the strong, have failed to prevent class distinctions and class hatreds—in short have failed to prevent injustice and discord in the community, the nation, and in international affairs. Spasmodically, educated men and women have sponsored international organizations to promote fellowship and goodwill; but these people have invariably failed, because they overlooked the one essential fact that, before any world project of this kind can be successful, public

opinion must be so enthusiastic about it that the undertaking is a result of its unanimous demand. Let the readers of this article judge for themselves whether their fellow citizens, by their actions or their teachings, are ready to give their enthusiastic support to any worth while goodwill movement. Such a survey will reveal the great responsibility and the great opportunity that is knocking at the door of the Adult Education Movement.

Friendliness on the Curriculum

TO PROPERLY teach this new subject, the traditional educational approach must be revised radically. One could not permit the establishment of the teacher-class method because friendliness is based upon respect—the respect of each individual for the prowess of his fellow. In other words, friendliness can be best promoted in an organization where every member is at the same time teacher and pupil. The best medium for such an undertaking is a community club actively supported by all groups of the community. Such an organization realizing to the full its responsibility to respect and care for the needs of its members will provide a strong nucleus for the remedying of local, national, and even international ills.

It was with this thought in mind that an undertaking was begun in Schumacher four years ago with the rather quiet title of "Adult Education Night". Every group in the town was canvassed to send representatives to a meeting in the High School for the purpose of discussing community activities. At that meeting, the purpose of the movement was explained and discussion invited. The result was the decision to begin study groups in sewing, cooking, music, drama, civics, and athletics for men and women. No teachers were provided and it was definitely understood that at each meeting each group would name its own leader for the following week. The principal of the school made out time-tables so that the various activities conflicted with each other as little as possible. The High School Board, with its usual generosity, agreed to provide all the necessary facilities without charge to those attending the various groups. The project was accepted with enthusiasm and a large number of citizens turned out for every meeting during the first year. Some of these were college graduates, some were skilled mechanics, and some were labourers without what society would call specialized training. Some were masters of the English language, some could speak it with difficulty, and some could not speak it at all. One thing that all had in common was that every one knew how to work at some special task. It was our hope that through these meetings any feeling

that one's own job was the most important or the one that demanded the most ability or the most attention, could be modified by the respect engendered by the increased knowledge of the skill and responsibility required by the task of his neighbour. That is, we wished to operate on the maxim that the clever digger of ditches is much more worthy of our pursuit than a debauched or even lazy college graduate. Coupled with this desire was the one to understand, to sympathize with, and to remove the needs of the less fortunate.

Operating Principle

ALL groups operated on one principle, and so it will be necessary to explain only the workings of one group to give the reader some idea of the progress made in all. The sewing club was open to every woman of adult age in the community. Each woman was encouraged to bring her own particular sewing of the moment to the meeting. Because of this fact, a visitor might find one woman hemming garments at a sewing-machine, another crocheting, another knitting, another making rugs, another making fancy embroidery. Any lady was privileged to stop her own work at any time to watch, and to receive instructions in, the occupation of another. In this way, every woman was a teacher and a pupil. She learned to take proper pride in her own work, and to respect the accomplishments of her companions. She learned more about the many branches of sewing but—and to us this was infinitely more important—she learned to be friendly with women whom, in the ordinary course of events, she would never even meet. At the end of the year, at the Adult Education Festival, a marvellous display was offered to the public; and, indicative of the interest of the town in the work of this group, was the fact that some people who entered the building at half past seven o'clock were unable to get near the display until after nine o'clock.

The High School Board Approves

IT WOULD be impossible to estimate the value of that year's work in the understanding and fellowship that was developed. The scheme has been in operation each year since, and the High School Board, possessed with the importance of the undertaking, has come to regard it as an important addition to the work of the Secondary School. In addition to the work that is being done in this building, we believe that the project can take some credit for other organizations that have grown up in the town—organizations such as book clubs, music and literary clubs, increased activity in church organizations, and leagues

in indoor winter sports. Two years ago, when the writer was made principal of South Porcupine High School also, the movement was begun in that school and has promoted, in addition to its other activities, a more friendly understanding between the two communities.

Success Through Difficulty

TO THOSE who might wish to begin such an experiment, it would be proper to point out some of the difficulties that have been met. In the first place, if one has any appreciable number of new Canadians in the community, one must be careful to promote the plan in such a way that the new Canadians will not feel that they are being forced into something detrimental to their own ideals and aims. One looks back now with some amusement at a very serious difficulty that faced the Schumacher scheme at its very beginning. At the time, the provincial election was in the offing, and some of the new Canadians received the impression that a new political party was being formed of doubtful platform and of radical outlook. One must be careful also to avoid any appearances of high pressure salesmanship, because in such an event the activities are sure to suffer a recession. Much better is a slow growth arising out of the recognition by the citizens of their need of such an organization. One should be careful too, that he has some responsible people in each group to check up on harmful gossip. All ladies must be aware of the fact that sewing circles have a reputation for spreading scandal; and if such a reputation is just, a community club which takes as its main aim—promotion of friendliness—could easily be ruined. However, the planting in each group of public spirited citizens who would take upon themselves the responsibility of checking the truth of all harmful gossip at the time of its utterance, can forestall any possibility of injury.

This project has meant a great deal of work for those who have assumed some responsibility for its promotion, but the returns have more than compensated them for any extra work they have undertaken. What is far more important is the fact that this scheme has seemed to have achieved in some small way the propagation of friendliness as an ideal in community life. It has been an adventure in friendliness and as such has paid rich dividends in a fine community spirit.

JUNE

June comes, and the moon comes
Out of the curving sea,
Like a frail golden bubble,
To hang in the lilac tree.

—BLISS CARMAN.

MUSIC AND ADULT EDUCATION

FROM A BROADCAST OVER C.B.C. NETWORK

by Sir Ernest Macmillan
Principal, Toronto Conservatory of Music

PART II

NO ONE derives from music the greatest possible pleasure and benefit who does not at least try to make music in some form for himself; nor can any listener's ear be as acute as it would otherwise be if he is not also in one way or another a performer. Dozens of people come to me every month enquiring whether I think it "worth while" for them to study music—to study it, that is, with a view to performance. In some cases what they have in mind is a concert career, in which case an affirmative answer can very, very rarely be given, unless the enquirers are very young and obviously talented. But if one is fond of music it is *always* worth while to study it seriously and to try, with however little technical success, to make it for oneself. Above all it is worth while to be able to make music with others, even when there is no audience, for music is the most social of the arts.

As an example of the form which such purely amateur music-making may take, I might mention the recent growth of Home and School Club Choirs in various parts of Ontario and no doubt also in other provinces. I had the pleasure shortly before Christmas of hearing about twenty such choirs and of conducting their combined forces—over 400 mothers of school children, few of whom had enjoyed any previous experience of singing. I only hope it will not be long before the fathers follow their good example. They will not regret the time and effort expended. Anyone with an ear can take part in amateur choral singing with comparatively little instruction, but I suggest that for the less musically equipped members, special periods be devoted to instruction in sight reading and the elements of vocal technique, breathing, diction and allied matters.

Festivals of Music

THE report of a survey of Adult Education in Canada, made a few years ago, includes a chapter on Music and the Drama which very properly stresses the Competitive Festivals which bulk so large in the

musical life of Western Canada. I should like to add that there are about fifty local festivals held annually in Ontario, at least two in the Maritime Provinces and a large and newly organized Festival in Montreal. While school music is perhaps the most outstanding feature of many of these, the grown-ups—especially the amateur grown-ups—have in many cases learned much from them. When the pot-hunting spirit prevails it is possible that they do more harm than good—especially to those who win—but when competitors enter with a view primarily to increasing their knowledge and enlarging their abilities, they may, and usually do gain a great deal. One is also interested in their effect on the public. The experience of hearing several performances of the same work followed by the critical remarks of the judge (whether you agree with him or not) cannot fail to sharpen your own critical instinct. Moreover, you learn to discern the varied qualities of the music itself, and you find very soon that, while good music stands up well under the test of frequent repetition, poor music soon begins to pall. Those most experienced will tell you that the success of a festival depends primarily on the selection of the music and the selection of the adjudicators, and only secondarily upon the ability of the entrants. The competitive (or for that matter the non-competitive) festival is therefore a valuable aid to adult education in music, but only so long as the pot-hunting spirit is kept under restraint.

Make Music for Yourself

FROM amateur instrumental study, a great deal of satisfaction may be secured. It is true that not many people who begin the study of an instrument in adult years attain any great degree of facility, yet even limited command of an instrument may open up a world of interest to many an amateur. It would be a thousand pities if, through the dissemination of radio programmes music making in the home were to decay: for some years it looked as though that would be the case, but here, too, there are indications of a reaction.

SUMMARY

1. Listen

LET us sum up. To the grown-up, anxious to know something about music (whether he has studied it in his youth or no) the first requirement is that he listen to as much good music as possible, giving it all his attention. The radio is a wonderful means of making this possible, but it is only music at second-hand, and when you can hear it at first hand it is worth making an effort to do so.

2. Learn

IF YOU want to know something about the nature and structure of music, consult first your Public Library. If it doesn't have what you want, keep on asking for it! Your demands may eventually meet with response. If you want to buy books, nearly every publisher of any note can give you a list of books published by him on musical subjects—often at a remarkably low price. However you go about securing it, be assured that there is abundant information ready for you on the subjects that interest you. If you are living in a University town, ask what Extension Courses are available: if none are given now, you may be the means of suggesting the idea to the authorities. If there is no University, you can form a club of your own and enlist the assistance of some of your leading musicians.

3. Make Music

WHEN it comes to making music for yourself and with others, rest assured that, even though you make slow progress technically, your effort will be finally rewarded in increased understanding and pleasure. But remember that poor music, though it may satisfy you for a little while, brings you no nearer an understanding and a deeply-ingrained love of the art. The educational side of music, however manifested, is primarily concerned with the development of taste and discrimination.

THE CAMPFIRE OF THE SUN

Lo, now, the journeying sun,
Another day's march done,
Kindles his campfire at the edge of night!
And in the twilight pale
Above his crimson trail,
The stars move out their cordons still and bright.

Now in the darkening hush
A solitary thrush
Sings on in silvery rapture to the deep;
While brooding on her nest,
The wandering soul has rest,
And earth receives her sacred gift of sleep.

—BLISS CARMAN.

ADULT EDUCATION FOR THE PROTECTION OF DEMOCRACY

by Adelaide M. Plumptre

NOTES OF AN ADDRESS AT THE O. E. A. ON THE DEVELOPMENT OF ADULT EDUCATION IN 1938.

I SHOULD like to draw your attention to certain phases of Adult Education which are assuming special importance in Canada at the present time.

1. The Group Method of Study continues to develop and expand its field of usefulness, limited only by a lack of leaders in all parts of the country and in some parts by a lack of libraries and other facilities for reference, such as Art Galleries, Museums and musical organizations. How soon will the growing demand for these facilities create a supply? The answer depends upon the economic conditions of the country: but Adult Education with its study groups is now creating the demand.

2. The most spectacular development in adult education at the moment is undoubtedly the enthusiasm for all forms of dramatics, largely due to the initiation of regional and central festivals across the Dominion which have not only developed an immense army of amateur actors and actresses but have also provided a succession of competent and constructive critics, able and willing to evaluate the work of each group in terms of both endeavour and achievement. A middle-aged woman who has recently taken part—much to her own surprise—in a successful production of a Shakespearian play exclaimed to a friend "Ever since I went to school, I have loathed the name of Shakespeare; but now I realize that it was I who was dull—not Shakespeare"! Closely associated with dramatics are the other muses—music, dancing, history—the art of stage management and the handicrafts associated with costumes and properties. A play becomes a 'project' in which every member of the group plays a part!

3. The slogan 'Education for Action' which has been adopted by the Extension Department of St Francis Xavier University at Antigonish, N.S., has proved a wonderfully successful principle for the organi-

zation of study groups which in many cases have developed into credit unions and other co-operative groups, so that study has been transferred into action. One phase of this activity was described over the Radio by William Feltmate in an address sponsored by the Canadian Association for Adult Education which is to be found in the present issue of "Adult Learning" Neither the method nor the practice of co-operatives is confined to the Maritime Provinces nor to the work of St Francis Xavier; the W. E. A. has a considerable amount of literature available on the subject.

I do not propose to discuss in detail the developments of adult education during the past year, but I should like to leave with you one general observation, it is suggested by a remark of Stanley Baldwin, while he was still Prime Minister of the United Kingdom. He said: "Government of whatever kind tends more and more to influence the lives of the people: and if the liberty of the individual is to be preserved, it is vital that the individual should know what is going on; should form his own opinions and give his own judgment: for that is the foundation of orderly democratic government."

The Fascist system on one side and the communistic system on the other are leading all their forces to the attack of democracy but possibly democracy's most dangerous foe is the ignorant indifference of its own professed supporters. Earl Baldwin suggests no spectacular methods of defence for democracy but simply the persistent systematic study of the current events and trends of thought which should be understood by those who desire to function as intelligent citizens in a democracy. We have already noted the efficacy of the slogan 'Education for Action' in the promotion of economic and political theories; it might be well to follow Earl Baldwin's advice and experiment with "Education for Protection of Democracy." If it be true that governments tend more and more to enter into and influence the lives of individuals; should not individual citizens be prepared on their part to influence and direct the policies of governments? Only thus, can we hope to preserve our boasted freedom: and this means close, persistent, systematic study for all of us.

Adult education as a defence of the freedom of the individual against the tyranny of autocracy in the political field—this gives an objective for study which dignifies the study of every little group of adult learners who desire to take their place in the ranks of an intelligent citizenry in a democratic state. Let us go forward with a fresh courage and inspiration.

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